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Archeota, Fall 2015

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Archeota

Volume 1, Issue 2, Fall 2015

December 7, 2015

Official newsletter of the San José
State University Society of American
Archivists Student Chapter

Welcome

By Catherine Folnović

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Welcome to issue two of *Archeota*, the official publication of the San José State University Society of American Archivists Student Chapter (SJSU SAASC). While *Archeota* is still finding its voice as a publication, we take pride in the fact that it is generated by the students, for the students and is available as an open-source digital publication for all to enjoy.

In this issue a theme on processing archival collections emerged, which is fitting, because most of us emerging archivists will begin our careers in the field working hands-on with collections. Beaudry Rae Allen writes about her experience processing born-digital collections at the Bancroft Library, University of California, Berkeley while Rebecca Leung reflects on processing her first collection, providing a concise and helpful list of practical tips. This issue also includes *Archeota's* first interview with a practicing archivist. Ilda Cardenas interviewed Stacy Elliott, archivist at the Pitzer College Archives and shares with us her unique story on how she became an archivist and discovered her passion for archives. I hope that Cardenas' interview is the beginning of a continual and lasting series in *Archeota*. There is so much insight to gain by hearing the personal stories of professionals. The issue concludes with two charming poems by Tiana Trutna, information about our past and upcoming events, and a fun crossword puzzle by Rebecca Leung. Issue two is certainly well-rounded and engaging!

A special thank you to all the contributors and editors; it is your work and effort that makes this publication possible. And a hearty thank you to you, the reader, for supporting emerging archivists by downloading, reading, and sharing *Archeota*.

The next issue of *Archeota* will be released at the end of the Spring 2016 semester; stay tuned for future deadlines and a release date. If you have an idea for an article, interview or other type of content please e-mail sjsusaasc@gmail.com.

SJSU SAASC wishes everyone a happy holiday season!



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2015-2016 Officer Profiles

Catherine Folnović, Chair

Expected graduation date: If all goes as planned Fall 2016 will be my last semester!

Favorite homework break: A leisurely bike ride, a trip to the dog park or a Netflix marathon.

Favorite class taken at SJSU: While the course is still in its developmental stage I really enjoyed taking MARA 284 (*Enterprise Content Management and Digital Preservation*) this semester with Dr. Patricia Franks. Knowledge of industry technology solutions is such an asset and students do not always get the opportunity to be exposed to them in a hands-on way before entering the workforce. In this course we got to work hands-on with SharePoint and Preservica, which was invaluable!

Favorite archives related website: I recently discovered this records and information management (RIM) blog called Thinking Records (<http://thinkingrecords.co.uk/>) that occasionally features these awesome sketches by the blog's author James Lappin. I think there should definitely be more archives and RIM artwork!

Dream job: Lately I have been dreaming about running my own archives or RIM consulting business so that I can work from home and have more flexibility.

Why I am excited to be an officer: I love being more involved in the iSchool community and having more opportunities to interact with faculty, students and professionals.



Tiana Trutna, Vice Chair

Expected graduation date: December 2016, but most likely Spring 2017.

Favorite homework break: A piece of homemade blackberry pie. If that is not readily available, then relaxing in a park, with a beautiful cloud filled sky and a book.

Favorite class taken at SJSU: I have to say all my classes thus far have been engaging in a variety of ways. The material has been very diverse and I feel that in just a year, my courses have covered a great overview of the library and information science field. But if having to choose a favorite course, I would have to say INFO 240 (*Information Technology Tools and Applications*). We learned basic coding and I loved it!

Favorite archives related website: Well it is not solely an archives related website, but I dig Library Thing (<https://www.librarything.com/>). It is a book review site, but so much more than that too. Definitely suggest checking it out!

Dream job: I am still in the discovery mode on this. I started this program with the intention of pursuing a career that involved archives. And while this is definitely still an interest and intention, I am not sure what the outcome will be. I have a fantasy of combining a career as an archivist and archeologist, and going on digging hunts and finding some ancient literary artifact. A gal can dream, right? Whatever unfolds, I look forward to the discovery.

Why I am excited to be an officer: In an online program I really miss the in-person classroom camaraderie. Luckily the iSchool offers a variety of ways to get further involved in our online community through opportunities such as SAASC. I am truly excited to work alongside a great group of fellow officers and to build relationships with SAASC members and more!



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Rebecca Leung, Secretary

Expected graduation date: Spring 2017.

Favorite homework break: Sunshine and fresh air are instant stress-relievers for me! I tend to study at home, so you might find me in my backyard, striking a yoga pose.

Favorite class taken at SJSU: All of my classes so far have been like pieces of a puzzle, offering different skills and knowledge. INFO 248 (*Beginning Cataloging and Classification*) was fun because I interviewed a librarian about cataloging the public library's music collection and, for another project, cataloged my brother in MARC format!

Favorite archives related website: I love StoryCorps (<http://storycorps.org>). I am really interested in oral history. Everyone has a story to tell and the fact that StoryCorps is documenting that is amazing.

Dream job: This is an important question because I think dreams should be a part of daily thought. They can easily be drowned out by a to-do list or the smaller, more mundane things. The reason I am drawn to archives is because I love history and the narrative that archives create. I am particularly drawn to visual artifacts like photographs, art, and film. I already mentioned oral history. Is there a job that combines all of these things?

Why I am excited to be an officer: This is my second career, one that is more closely aligned with my passions, and it is thrilling to be around so many people with similar interests. Being an officer means that I get to work with a great team of fellow officers and get to know other students that love archives!



SAA resources for students and more!

General information for students: <http://www2.archivists.org/students>

Students and New Archives Professionals (SNAP) Roundtable: <https://snaproundtable.wordpress.com/>

SAA Online Career Center, Job Seekers Page: <http://careers.archivists.org/jobseekers/>

A Glossary of Archival and Records Terminology: <http://www2.archivists.org/glossary>

Digital Archives Specialist (DAS) Curriculum and Certificate Program: <http://www2.archivists.org/prof-education/das>

The American Archivist online: <http://americanarchivist.org/>

Free Publications: <http://www2.archivists.org/publications/epubs>

Call for 2016 Student Paper and Poster Proposals for SAA's 2016 Annual Conference in Atlanta, Georgia, July 31-August 5, 2016. Proposals are due **February 3, 2016**. More information here: <http://www2.archivists.org/am2016/call-for-student-proposals>.

Academy of Certified Archivists (ACA): <http://www.certifiedarchivists.org/>



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Getting a grasp on born-digital processing

By Beaudry Rae Allen

One of the major principles of an archivist's role is to attain physical and intellectual control of a collection. With the ever-evolving digital landscape and the exponential growth in born-digital content and formats, archivists have to change their approach to that foundational archival principle. There is concerted effort to prioritize digital preservation; as students in the field, we are introduced to emerging technologies, intact preservation processes, and trends to develop new processes. But I have to admit I could not really conceptualize the processes of the Open Archival Information System (OAIS) model, what programs to use, or how to process digital content for an archive until I actually tried it.

In the summer of 2015, I had the opportunity to experience born-digital processing firsthand at the Bancroft Library at UC Berkeley, as a born-digital processing intern. My project was to process the digital content from the Reginald H. Barrett papers. Barrett was a former professor at UC Berkeley in the Department of Environmental Science, Policy, & Management. The digital component to the collection included one hard drive (1.43 TB), one 3.5" floppy disk (1.44 MB), three CDs (700 MB each), and his professional email account (over 2 GB). The digital files included emails, images, reports, presentations, GIS-mapping data, and other research materials, totaling almost 400,000 files.

At Bancroft, the born-digital processing workflow follows the technical steps outlined in "You've Got to Walk Before You Can Run: First Steps for Managing Born-Digital Content Received on Physical Media" (2012) and "Walk this way: Detailed steps for transferring born-digital content from media you can read in-house" (2013). Both reports, following the OAIS model, provide the technical steps and considerations of handling digital content without disrupting the integrity of the content, ways to manage metadata, and assess content.

The first steps of virus-checking and creating a disk image of the media, had already been done by Bancroft's Technical Services and the Library Systems Office when the collection

was accessioned. Disk imaging was done using a FRED (Forensic Recovery of Evidence Device) machine and the disk image would serve as the Submission Information Package (SIP). The disk image would then be transferred to a preservation server; at this time, I would create a working copy for processing. The email account was downloaded as a Microsoft Outlook .PST file and converted to the preservation MBOX format.

On a clean workstation (virus-free computer) I would run checksums on each disk image to validate its authenticity, and generate file directory listings (an inventory) of the original source media. The file directory listings were saved with the preservation copies to create an Archival Information Package (AIP). Actual processing of the working copy of the disk images was done using Forensic Toolkit (FTK) software. The program reads the disk images and emulates the file system and contents, allowing me to sift through the contents of each media without tapering the digital objects. I followed Stanford University's "Born-Digital Archives Program: Forensics Workflow Documentation" (n.d.), which provides a thorough outline of a FTK workflow.

The email account was processed using an open-source program called ePADD, developed by Stanford University's Special Collections & Archives which supports the appraisal, processing, discovery, and delivery of archived emails. All I had to do was upload the MBOX formatted file to the program and like FTK, ePADD gave me the ability to browse, use search indexes, and label emails and their attachments as well as add restrictions to sensitive information.

Much like More Product, Less Process (MPLP) analog processing I surveyed the collection's content, subject matter, and file formats as well as identified and restricted items that contained Personally Identifiable information (PII). Unlike analog records I had to parse out empty space copied, corrupted files, and deleted files. There were also more considerations in documenting file formats, file systems, and organizational structure, as it would facilitate in data normalization for AIPs and Dissemination Information Packages (DIP). Adding restrictions to files meant when I exported the information packages out of the programs the restricted items would be excluded from the DIPs. From FTK and ePADD, the media was exported and went through data normalization—converting digital objects into

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standard preservation and access formats.

While working with computers conjures up the illusion of speed, the process was not any faster than traditional MPLP processing and I spent over 100 hours processing the collection. The experience helped me contextualize the concepts of the OAIS model. I also developed first-hand knowledge of how to comprehend information packages, the software needed, and workflows for digital preservation.

References

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Processing my first collection: Practical tips

By Rebecca Leung

In the spring of 2015, I was completing my second semester at the iSchool as a MLIS candidate. At the time I was working on my core courses, including INFO 204 (*Information Professions*). One of the assignments involved locating a job posting that appealed to my future professional goals. After a brief search on [SpartaJobs](#), SJSU's employment database, I found a very interesting post from the Branner Earth Sciences Library at Stanford University. They were looking for a student archivist to process two collections: the records of the Western Association of Map Libraries (WAML) and the California Map Society (CMS).

At this point, you might be wondering, what are my "future professional goals"? And you might make an educated guess

that it has something to do with archives. Well, no surprises here, you would be correct! After a decade-long career in the architectural lighting industry, I am starting anew by studying subjects about which I am truly passionate: libraries and archives. Archives are particularly interesting to me because they involve the preservation of history. The stories that can be found in archives are endless, from the narrative of letters and photographs, to the physicality of the items, which tells the unwritten story of the ravages of time.

With this mindset, I was eager to embark on this new adventure at the Branner Library. Since I was fresh out of the core courses, I was not sure what to expect. I met with Jane Ingalls, a map librarian and the archivist for WAML. Ms. Ingalls was soon to retire and both she and the head of the Branner Library, Julie Sweetkind-Singer, required someone to process the fifteen bankers boxes of WAML materials and seven bankers boxes of CMS materials.

I started with the WAML archives. My task was to weed the items that had been published in the *Information Bulletin*, the WAML journal, and categorize the rest of the materials into series based on the WAML [retention schedule](#). Over the next several months, I spent three to four days a week on the mezzanine of the Branner Library, sorting through papers, and organizing them by series and chronological order. Through my archivist mentors, I learned a number of practical tips that I would like to share with you, dear reader. And since I am a beginner, I would welcome your advice as well.

- ⇒ When choosing between letter and legal sized archival boxes, go with the legal. There will always be that one piece of paper that is bigger than the rest. This is also a good way to ensure that you have a consistent size of boxes on the shelf.
- ⇒ Be prepared to label the folders in pencil. After I had completed organizing all fifteen boxes of WAML records, I was surprised to learn that I would need to hand-write the label on each folder. It turned out to be strangely satisfying!
- ⇒ Researchers will always want to see what is on the back of items (particularly photographs). House the items in such a way that the back is easily viewable, without too much handling on the part of the researcher.

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- ⇒ You know those little scores at the bottom of folders? Each section is a quarter of an inch. You might find four scores (1") at the bottom of an archival folder. You will need to fold those so that the bottom of the folder is flat in order to best accommodate your items. Only fold up to three out of the four sections. Don't overstress your folder!
- ⇒ For a clean, professional effect, select folders with a straight tab along the top. As I mentioned before, you will need to write the label on the tab, so you need plenty of room. On my folders, I wrote the call number, box number, folder number, and folder title. It becomes difficult if you have to coordinate staggered tabs. ("Left, middle, right... wait a second, I ran out of left tab folders!")
- ⇒ Oh boy, do I have a lot to say about folders! Make sure the folders slide easily into the box. You want them to stand up straight, and not be difficult to remove or replace in the box.
- ⇒ Labeling your boxes with minimal description can help deter theft. You do not need to make it obvious what is included in the box. That is the job of the finding aid.
- ⇒ After a summer of detail-filled work and the resultant 35 page finding aid, I have since learned that many repositories no longer archive on the item-level. For more information about the theories behind this practice, please read *More Product, Less Process* by Greene and Meissner (2005).
- ⇒ I also realized that it is necessary for me to learn EAD and how to use programs like ArchivesSpace or Archivists' Toolkit. I hope to remedy this by taking INFO 284-10 (*Seminar in Archives and Records Management, topic: EAD*) in the near future.
- ⇒ Publicize your collection. Tell people who would be interested. In my case, I was fortunate to be able to write an [article](#) for the *WAML Information Bulletin*. I hope that map librarians will be inspired to visit the documents that compose the history of WAML.

This semester, I am taking INFO 256, *Archives and Manuscripts*. My summer job archiving WAML added a great deal to my understanding of the concepts presented in this class. In turn, I hope to apply my new "book-knowledge" as I undertake my next collection, the California Map Society. I encourage every budding archivist to find a collection and get some hands-on

experience!

I would like to thank Jane Ingalls, Julie Sweetkind-Singer, Bill O'Hanlon, Paige Minister, Justyna Szulc, David deLorenzo, and Julie Wong for their archival insight!

Turning a dumping ground into the Pitzer College Archives: Stacy Elliott's story

By Ilda Cardenas

I have been the copy cataloger at Cerritos College Library in Norwalk, CA for about four years and during this past summer I wanted to venture into the archival environment. I had interviewed for an internship at the Natural History Museum (NHM) of Los Angeles County and that same day I saw an advertisement for an internship at the Pitzer College Archives in Claremont, CA. I thought it would be a good idea to apply to both opportunities, just in case one fell through. When I emailed my resume to Stacy Elliott, archivist at the Pitzer College Archives, she said that I did not have any archival experience, but she saw potential in me. Both internships became available to me and because I had always wanted to work in archives, I decided to intern at both the NHM and Pitzer. I interviewed Stacy because I was fascinated with the way she built an archives from the ground up; here is her story:

Stacy said that she had no career ambitions to be an archivist; for her undergrad she studied printmaking and art books at the University of Oregon. For grad school she attended the University of Southern California to study filmmaking. She then went on to writing while she raised three kids with her husband, a professor at Pitzer. She found herself wanting her kids to get involved in extracurriculars; so she set off to find part time work. She had initially wanted to work in art galleries at the Claremont Colleges but did not find anything. She then found a position for a three month, part time archivist position at the Office of Communications in preparation for Pitzer College's 50 year anniversary. She decided the position was not for her because it would not give her nearly enough time to learn the job before the big event. However, it turned out that no one had applied for the position and it had to be advertised again. Once again the job posting was advertised, this time as a six month position. At this point, Stacy felt that she had to take a chance

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and reluctantly applied for the job and was hired.

On her first day, Stacy quickly realized that there was no plan for her. Though she was given a desk, no one in the department really knew what an archivist did. In fact, the Pitzer College Archives did not yet exist. Stacy would have to start from scratch. Her first three months on the job consisted of immersing herself in everything about Pitzer College. She learned a lot about the history of the college and kept everyone informed about what she was finding. No one really questioned what she was doing as long as she was coming up with ideas. During this time, there was a lot of organizing and work to make sense of it all. It should be added, all this archiving work was done on a single desk in a department that was not an archives.

As people around the college started hearing Stacy's ideas, there was a lot of talk about doubling the duration of this position to a year. She kept on working and eventually petitioned the administration for an archives program at Pitzer. To do this, Stacy would need a proper workspace; she set out to find a good place for the archives. Initially, she proposed to take over the Marquis Library, but the student government at Pitzer rejected the idea for fear that the college was encroaching on student spaces. Stacy persisted and changed her proposal to an unused corner of the library known as the "dumping ground." Her proposal was approved and she got her very own space to set up the Pitzer Archives!

Stacy felt like an imposter when she first started working for Pitzer College. She always liked archives and had a lot of respect for archivists but did not have any formal training as an archivist. In an effort to learn and be better at her job, Stacy made it a point to connect with other archivists from around campus. The archivists at Honnold Library were especially helpful and willing to impart their knowledge about archives. Stacy ended up relying on them a lot.

Starting the archives was a challenge because archiving is very idiosyncratic and Pitzer is no different: the college has a long history of individuality. Stacy said that the archives were "a reflection of me and how my brain works." Right away she was looking for professional development opportunities. The

Claremont Graduate University offered archiving classes which she audited. Two years ago there was a two week archiving intensive offered by the Western American Archives Association which she attended. This program legitimized Stacy's position and she finally felt confident in the work she was doing for Pitzer.

Stacy has now been at Pitzer for over three years. Her work must have been impressive to the college administration because she became the spokesperson for the archives! She says she was lucky that she got this position and has stayed. It was just the right time to set up a new archives. Stacy believes that archives matter because people need to know where they came from.

Haiku

By Tiana Trutna

SIP AIP DIP history love*
will the future know
tell the days of young and old

Analog, bytes, hope to log
in hands wise to care
the history, future shares

*Unfamiliar with the terms SIP, AIP, DIP? These terms identify three types of information packages in the Open Archival Information System (OAIS). Learn more here: https://en.wikipedia.org/wiki/Open_Archival_Information_System



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SAASC Events

Upcoming

December 7, 2015: Join us for a presentation on *Copyright Laws and How They Apply to Information Professions* with SJSU iSchool Professor Margaret Driscoll. Online via Blackboard Collaborate at 7:00 pm PST. This event is being co-sponsored by the SJSU ALA Student Chapter.

January 28, 2016: Join us for a *Basic Archives Workshop* with SJSU iSchool Associate Professor and MARA Program Coordinator Dr. Patricia Franks. Online via Blackboard Collaborate at 6:30 pm PST.

February 11, 2016: In-person tour of the Museum of Vertebrate Zoology Archives at University of California, Berkeley. Tour scheduled to begin at 5:00 pm PST. There will be limited spots for this tour, more details to come! Learn more about the MVZ Archives here: http://mvz.berkeley.edu/archives_index.php.

February 18, 2016: Learn about the benefits of SAA membership and taking the Academy of Certified Archivists (ACA) Exam. Online via Blackboard Collaborate at 6:30 pm PST.

Past

September 9, 2015: *Annual Members Meeting*

October 27, 2015: *e-Portfolio Presentation* with SJSU iSchool MARA candidate Beaudry Allen

November 10, 2015: *Discussion on Diversity in the Archives* with Colleen Cook (Archives Coordinator for the Agua Caliente Band of Cahuilla Indians), Rebecca Hankins (Associate Professor, Librarian/Curator and affiliate Faculty in Africana Studies at Texas A&M University) and Marisol Ramos (Subject Librarian/Curator for Latin American and Caribbean Studies, Latino Studies, Spanish and Anthropology at the University of Connecticut)

Event recordings: <http://sjsusaasc.weebly.com/recordings.html>

Link to participate in 2015-2016 online events: <http://bit.ly/1fHibGq>

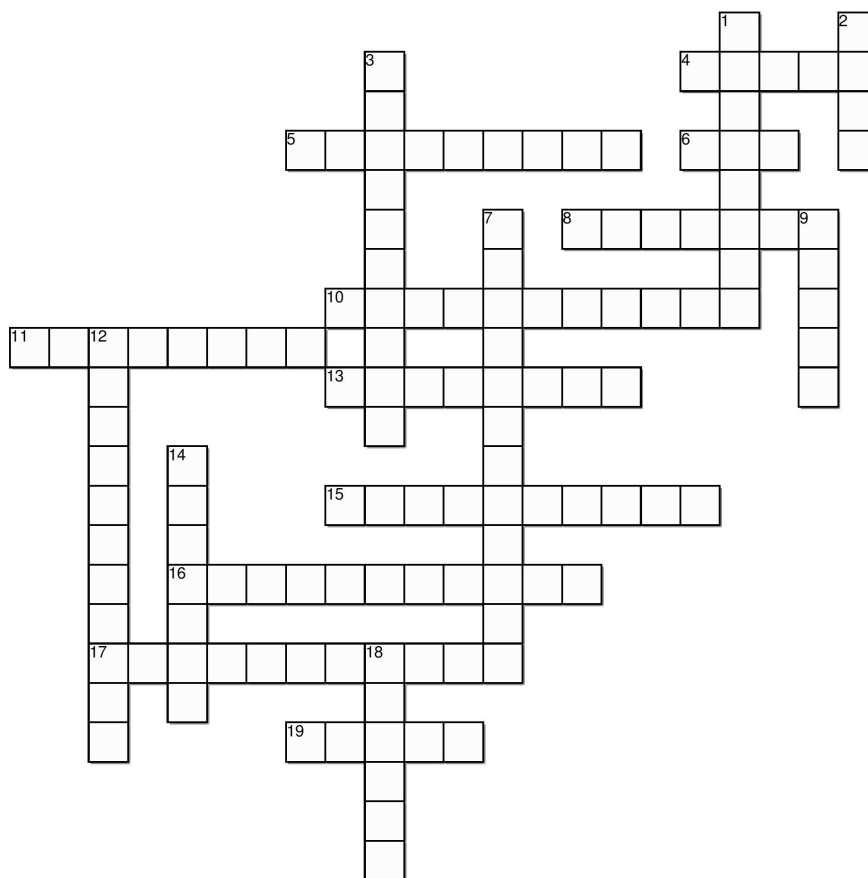
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In the Archives

by Rebecca Leung



Created on TheTeachersCorner.net Crossword Maker

Across

4. An association of future archivists.
5. The study of great uncle Bob and other ancestors.
6. You may only see one at a time in the archives.
8. A general search.
10. You might review this history aurally.
11. You need this so your collections don't walk out the door.
13. This ticket once granted me admission to a Michael Jackson concert, but as part of an archival collection is it known as _____.
15. It's easier to look here to identify the contents of Box 4, Folder 10 than to look in the actual box.
16. In the future, will digital natives be able to read this?
17. Above this machine, you will most likely see a copyright agreement.
19. Break out the gift agreement form!

Down

1. Sounds like the profession of the IRS, but is actually a structure used for classifying materials into a hierarchy of categories and subcategories.
2. Arch enemy of paper in your basic archives.
3. A handwritten document.
7. Essential for a climate controlled room.
9. A journal, not of the scholarly type.
12. Did you know California was depicted as an island in many maps of the 17th and 18th centuries? The science of making maps is called _____.
14. The school formerly known as SLIS.
18. The preferred tool for writing in the archives.